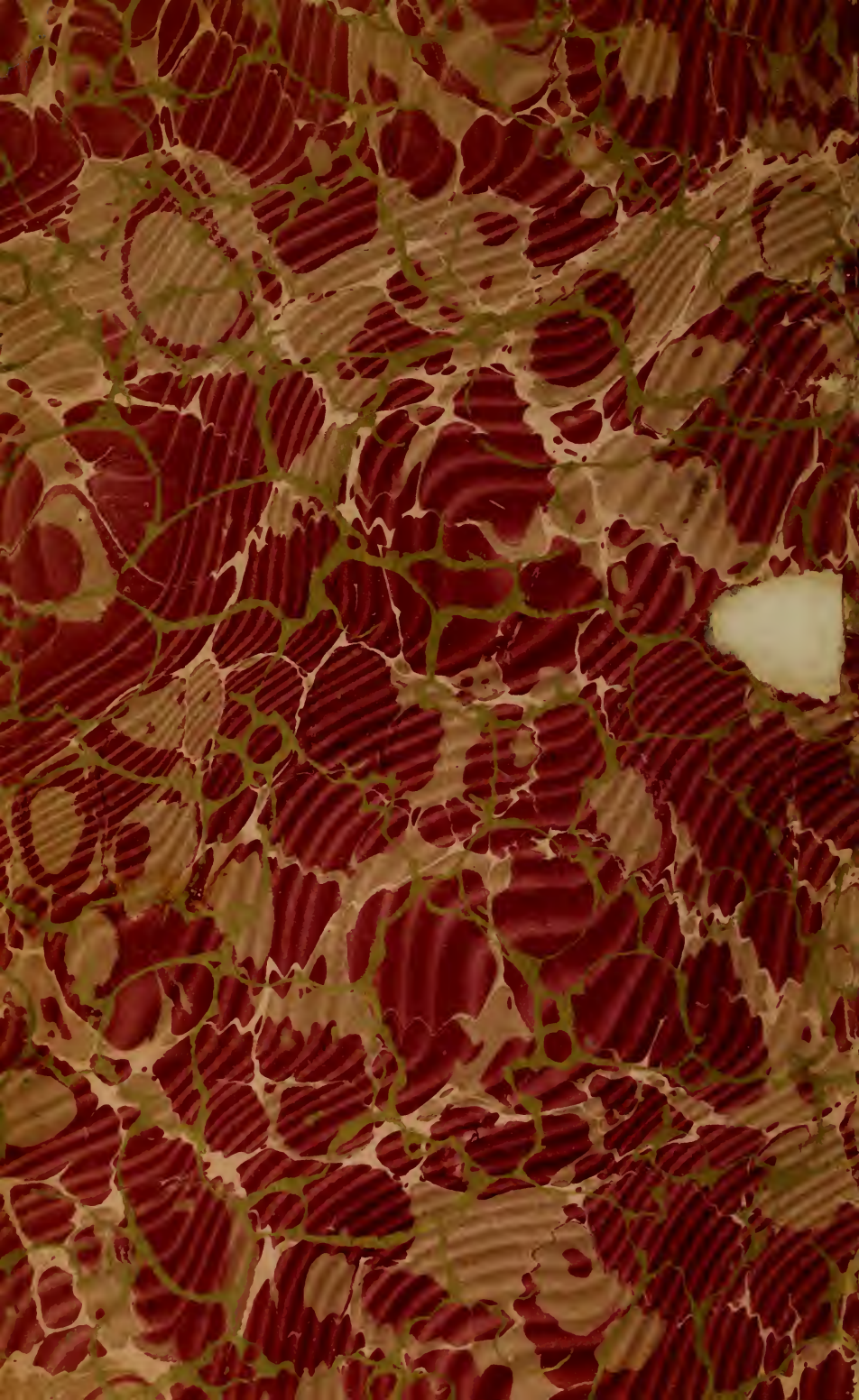

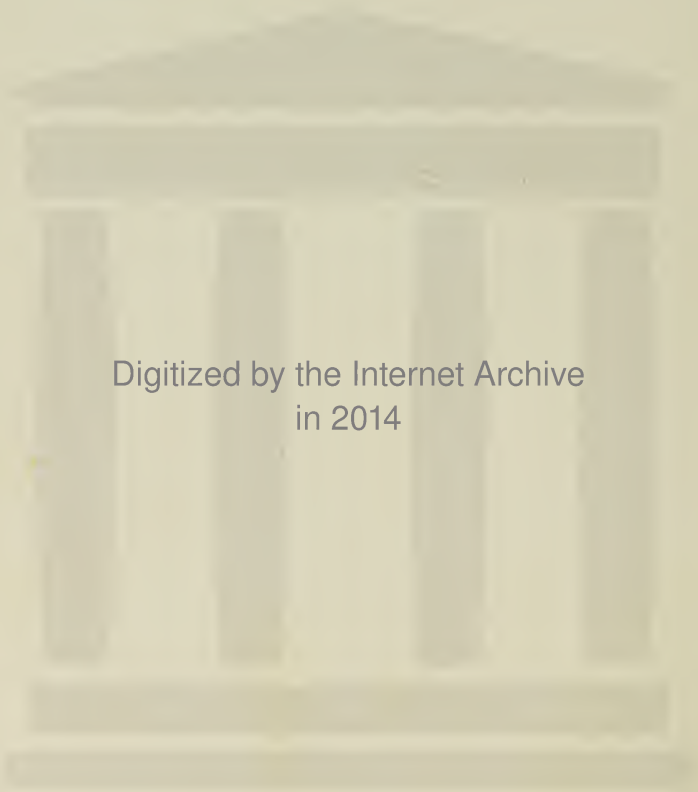

STATE NORMAL SCHOOL

(INCLUDING TRAINING DEPARTMENT),

WESTFIELD, MASS.

CATALOGUE AND CIRCULAR,

For the Year ending June 20, 1893.

BOSTON :
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,
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1893.

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FRANCES C. GAYLORD.
Geometry, Grammar, History, Civil Polity, Composition.

ANNIE N. SINCLAIR.
Drawing, Penmanship.

FLORA WHITE.
Sloyd, Gymnastics.

TRAINING SCHOOL.

ISABELLE W. GLADWIN.
Intermediate Department.

EUNICE M. BEEBE.
Primary Department.

LOUISE M. STEINWEG.
Kindergarten.
(Another grade will be opened in September.)

STUDENTS.

CANDIDATES FOR GRADUATION IN JUNE.

NAMES.	RESIDENCES.
Allaire, Margaret A.	Hatfield
Bryant, Bertha	Weston, Vt.
Cary, Minnie L.	Colrain
Clark, Edith M.	Sunderland
Curtis, Frances McD.†	Knoxville, Tenn.
Emerson, Edward C.†	Hanover, N. H.
Fairbanks, Emma J.	Fitchburg
Fanning, Teresa	Grafton
Greenup, Bertha	Millville
Hale, Fannie E.	Tolland
Isham, Mary E.	Hampden
Leary, Joanna A.	Monson
Long, Mary A.	Westfield
Lynch, Helen A.	Holyoke
Moffatt, Mary M.*	Mamaroneck, N. Y.
Peabody, Blanche,*	Gardner
Prescott, Anna M.	Westfield
Ray, Annie S.	Fitchburg
Rousseau, Mary E.	Westfield
Russell, Harriet E.	Westfield
Smith, Agnes E.	Fitchburg
Smith, Carrie L.	Sheffield
Snow, Lizzie K.†	Westfield
Strong, Lottie B.	Northampton
Sullivan, Margaret E.	Turners Falls
Wakefield, M. Edna,†	Westfield
Wood, Fannie E.	Westfield

* Four years' course.

† Three years' course.

ADVANCED DEPARTMENT.

FOUR YEARS' COURSE.

NAMES.	RESIDENCES.
Decker, Grace B.	Lee
Garvey, Mary H.	Springfield
Gay, Herbert S.	Belchertown
Lane, Sarah	Barre
Martin, Caroline E.	Westfield
Meader, Effie M.*	Lynn
Moffatt, Mary M.	Mamaroneck, N. Y.
Peabody, Blanche	Gardner
Price, William G.	Charlottesville, Va.
Whitaker, Anna S.	North Adams

THREE YEARS' COURSE.

Austin, Jean R.	Westfield
Clapp, Harriet E.	Northampton
Curtis, Frances McD.	Knoxville, Tenn.
Emerson, Edward C.	Hanover, N. H.
Munsell, Anna O.	Enfield
Smith, Elvira B.	Brighton
Snow, Lizzie K.	Westfield
Wakefield, M. Edna	Westfield

POST GRADUATES TAKING SOME ADVANCED WORK.

Clagg, J. Henry†	Barnstable
Horrigan, Mary A.‡	Westfield
White, Mary †	Westfield

OTHER PUPILS DOING SOME WORK IN THIS DEPARTMENT.

Adams, Alice	Ludlow Center
Bancroft, Elizabeth H.	Westfield
Benton, Ida E.	Richmond
Bryant, Bertha	Weston, Vt.
Clark, Edith M.	Sunderland
Cowles, Pearl R.	Westfield
Cunningham, Ada B.	Nutley, N. J.

* Special work. † Two years' course. ‡ Four years' course.

NAMES.	RESIDENCES.
Donelson, Florence P.	Colrain
Fanning, Teresa	Grafton
Fletcher, Lizzie E.	Southwick
Goodrich, Fanny S.	Russell
Gillette, Bessie M.	East Granville
Hemming, Claire W.	Pittsfield
Herrick, Lizzie J.	Westfield
Huntley, Lilla M.	Feeding Hills
Kingston, Isabel	Greenfield
Lane, Mary E.	Barre
Lee, Carrie B.	Sheffield
Lightfoot, Gertrude M.	Washington, D. C.
Markham, Elizabeth J.	Holyoke
Parsnow, Ella J.	Montague
Ray, Annie S.	Fitchburg
Shears, Harriet E.	Sheffield
Smith, Agnes E.	Fitchburg
Smith, Carrie L.	Sheffield
Smith, Rosina M.	Middlefield
Strong, Lottie B.	Northampton
Wait, Ida P.	Greenfield
Walker, Josephine	Avondale, N. J.
Wall, Ellen C.	Easthampton
Welcker, Mabel L.	South Hadley Falls
Whitcomb, Lizzie B.	Springfield
Wilson, Grace	Neponset
Wood, Fannie E.	Westfield

TWO YEARS' COURSE.

SENIOR CLASS.

NAMES.	RESIDENCES.
Adams, Alice	Ludlow Center
Benton, Ida E.	Richmond
Coffey, Teresa L.	Holyoke
Conway, Theresa	Holyoke
Cowles, Pearl R.	Westfield
Donelson, Florence P.	Colrain
Fletcher, Lizzie E.	Southwick
Garfield, Lena G.	Tyringham
Holland, Stella M.	Barre
Lyons, Elizabeth A.	W. Springfield
Malone, Mary C.	Springfield
Maloney, Anna A.	Blackinton
Shattuck, Carrie H.	Brattleboro, Vt.
Sheehan, Julia R.	Holyoke
Smith, Rosina M.	Middlefield
Stetson, Mary B.	Leverett
Stoddard, Jennie E.	Brattleboro, Vt.
Wait, Ida P.	Greenfield

MIDDLE CLASS.

Arnold, Robert H.	W. Stockbridge
Barry, Julia A.	Westfield
Cunningham, Ada B.	Nutley, N. J.
Danahy, Johanna M.	Agawam
Flaherty, Anna G.	Holyoke
Gates, Bertha H.	Hadley
Goodrich, Fanny S.	Russell
Hard, Mary W.	E. Arlington, Vt.
Harwood, Jessie M.	Springfield
Hayes, Mary C.	Springfield
Healey, Grace A.	Westfield
Hemming, Claire W.	Pittsfield
Herrick, Lizzie J.	Westfield
Holcombe, Mattie S.	W. Granby, Conn.
Jones, Mary E.	Lebanon Springs, N. Y.
Lee, Carrie B.	Sheffield
Lightfoot, Gertrude M.	Washington, D. C.
March, Elizabeth R.	Turners Falls
Moore, Addie L.	Tolland

NAMES.	RESIDENCES.
Moore, Lucy	Granville
Norton, Katherine A.	Lee
O'Neill, Bridget V.	Holyoke
Pefferle, Catherine B.	Turner's Falls
Richards, Mary A.	Enfield
Root, Ethel E.	Granville
Shears, Harriet E.	Sheffield
Slater, Olive L.	Tyringham
Sprout, Ellen C.	South Deerfield
Sullivan, Abby G.	Holyoke
Thomas, Lillian	Deerfield
Tyler, Eva S.	Westfield
Walker, Josephine	Avondale, N. J.
Wall, Ellen C.	Easthampton
Welcker, Mabel L.	South Hadley Falls
Whelan, Mary	Westhampton
Whitcomb, Lizzie B.	Springfield

JUNIOR CLASS.

Atchinson, Ada M.	Ludlow
Bancroft, Elizabeth H.	Westfield
Bancroft, Mary S.	Westfield
Baxter, Catie C.	South Foster, R. I.
Cabot, Julia M.	Enfield
Cobb, E. May	W. Stockbridge
Cole, Jessie M.	Cheshire
Darrow, Anna B.	North Adams
Davis, Mabel W.	Curtisville
Eastman, Lucy A.	Deerfield
Fowler, Edith M.	Deerfield
Gillette, Bessie M.	East Granville
Gore, Margaret T.	Pittsfield
Griffin, Catherine J.	Springfield
Hall, Martha E.	Hardwick
Hatch, Mary I.	Lincoln, Vt.
Hatheway, D. Estelle	Peru
Hayes, Clara S.	West Granby, Conn.
Hayes, Faye D.	Franklin Falls, N. H.
Hodges, Bertha M.	East Granville
Howard, Elizabeth A.	Turners Falls
Huntley, Lilla M.	Feeding Hills
Ingoldsby, Nellie M.	Westfield
Jones, Kate W.	Tyringham
Kelsey, Lydia L.	Sheffield

Names.	Residences.
Kingston, Isabel	Greenfield
Knight, Nellie F.	Montgomery
Maloney, Eleanor E.	Northampton
Markham, Elizabeth J	Holyoke
McIntee, E. Teresa	Holyoke
McLean, Belle	So. Williamstown
McLearn, May E.	Rockville, R. I.
Moran, Margaret V.	Holyoke
Moriarty, Johanna A.	Holyoke
Murphy, M. Frances	Turner's Falls
Murphy, Mary C.	Holyoke
Nicholson, Martha J.	Southwick
Nicholson, Mary L.	Southwick
O'Brien, Johanna V.	Holyoke
Peebles, Hattie M.	Blandford
Peebles, Mary E.	Blandford
Perry, Martha S.	Westfield
Rice, Martha A.	Springfield
Ripley, Helen M.	W. Granville
Shea, Mary E.	Lee
Smith, Elizabeth M.	So. Hadley
Stevens, Adelaide M.	Winnebago, Neb.
Stewart, Maud R.	Russell
Thayer, Harriet L.	Spencer
Tyning, Maie G.	Southampton
Warner, Alice D.	Bridgeport, Conn.
Williams, Minnie E.	E. Granville
Wilson, Grace	Neponset
Wood, Clara J.	Naugatuck, Conn.
Woodward, Maud N.	Westfield

SPECIAL PUPILS.

NAMES.	RESIDENCES.
Decker, Stella L.*	Lee
Lane, Mary E.	Barre
Parsnow, Ella J.	Montague
Willis, Gardner B.	Canton

SUMMARY.

Candidates for graduation in June	27	
Advanced Department	21	
Pupils from other departments doing some advanced work		34
Two Years' Course	109	
Special Pupils	4	
	161	
Names repeated	6	
	155	

* Kindergarten Work.

WESTFIELD NORMAL SCHOOL.

In accordance with a vote passed by the Board of Education in December, 1838, the first normal schools in America were established in the Commonwealth of Massachusetts in 1839. This normal school was opened at Barre, Sept. 4, 1839. It was transferred to Westfield in 1844. Three thousand eight hundred and thirty-six students have been admitted to the school. Since 1855, the date of the first formal graduation, one thousand two hundred and seventy-three students have received diplomas upon the completion of the prescribed course of study.

LOCATION.

The school is located in Westfield, — a beautiful town on the Boston & Albany and the New York, New Haven & Hartford (Northampton division) railroads. Horse-cars run from the stations past the school building. Students enjoy the fine walks under the stately elms with which Westfield abounds. The bold scenery bordering the town on the east and on the west invites to pleasant and healthful excursions on the weekly holiday.

NEW NORMAL SCHOOL BUILDING.

The new normal school building furnishes large facilities in aid of the work of the school. The physical, chemical, mineralogical, geological and biological laboratories are fitted up in the most approved manner. These laboratories will afford ample opportunities for class work and for individual experiments and study.

The large gymnasium will, it is believed, tend to promote the health and strength of the students, and enable them better to provide for the physical development of those who may come under their charge.

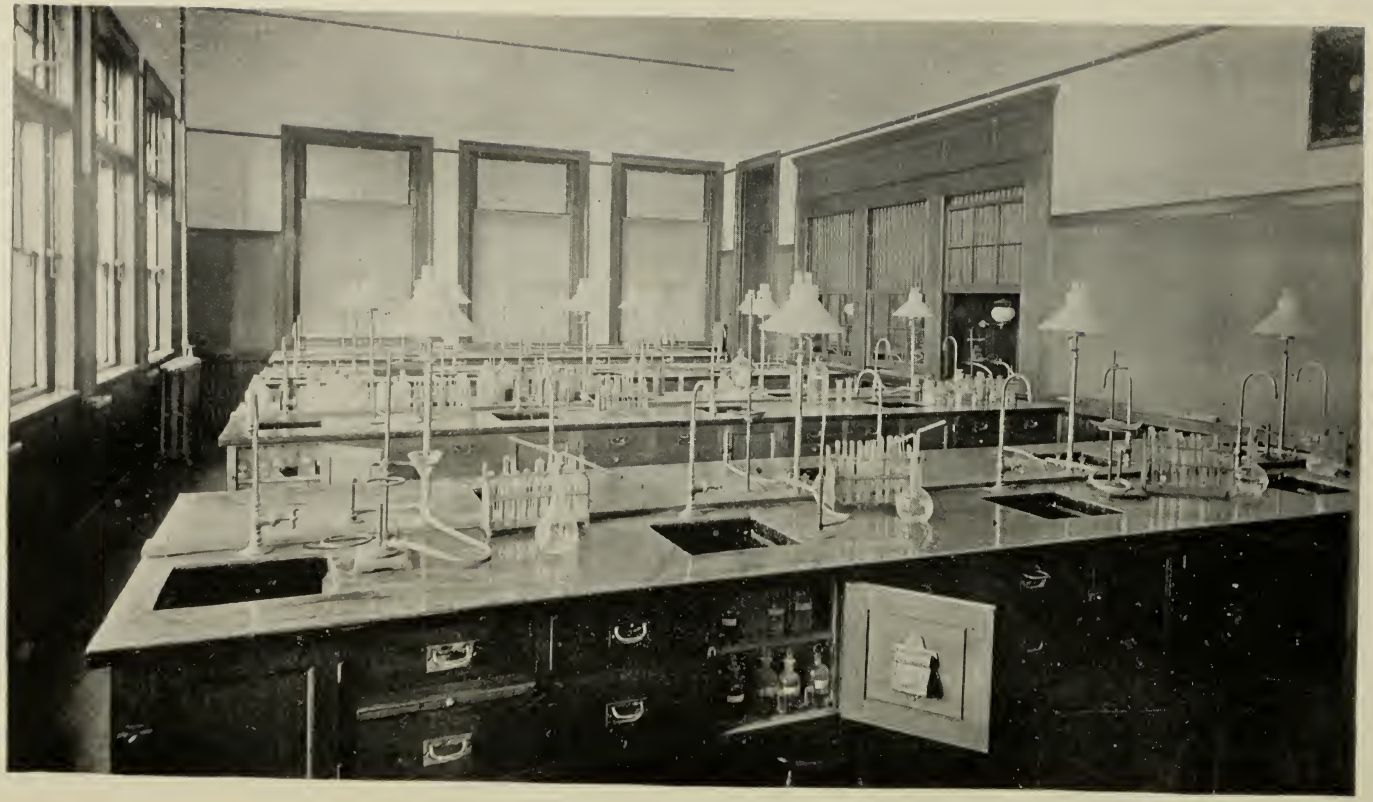
The provisions for the department of art in the new building are very satisfactory. A room of ample dimensions has also been provided for Sloyd, or for such manual training as the Board of Education may authorize.

The grounds adjoining the school building are ample for lawn tennis and for other games.

TRAINING SCHOOL.

The schools for children, occupying a part of the new normal school building, furnish special opportunities for observing the applications of the principles of teaching in schools of different grades. In these

ASSEMBLY ROOM.



CHEMICAL LABORATORY.

schools the normal students receive that practical training as teachers which supplements the training received in the classes of the normal school. By actual practice in teaching children students will be able to test their ability to teach before graduating from the normal school.

CONDITIONS OF MEMBERSHIP.

Applicants for admission to the school must be at least sixteen years of age (if males, seventeen); must present a certificate of good moral character; must pledge themselves to complete the course, if possible, and afterwards to teach in the public schools of Massachusetts;* and must pass a satisfactory examination in reading, spelling, writing, arithmetic, geography, English grammar, the history of the United States, drawing, physiology and hygiene. Higher attainments and a more mature age than those prescribed render the training of the school much more profitable.

New classes are admitted only at the *beginning of the Fall Term*, and as the course of study proceeds regularly from that point, candidates are urged to present themselves at that time. Those, however, who find it impracticable to do so will be admitted, after due examination, at the beginning of any term, and will be placed in such classes as they are qualified to enter.

The next examination occurs on Tuesday, Sept. 12, 1893, *at* 9 A. M.

In 1894, and thereafter, in addition to the above requirements, candidates must be graduates of High Schools whose courses of study have been approved by the Board of Education, or have an equivalent education to be determined by examination. All candidates will be required to pass the admission examinations. The regular subjects will be those given above, but as an alternative, candidates may present one language other than English; algebra or geometry; one of the natural sciences, and general history or literature.

AIMS AND METHODS OF STUDY AND TRAINING.

The ends to be secured by a course of study and practice in this school are a knowledge of that which is to be taught in the public schools, the development of the mental powers, a knowledge of the principles and methods of teaching, and skill in the art of teaching.

All the studies are pursued on the topical plan, and with special reference to the best ways of teaching them. Lessons are prepared not merely for the purpose of gaining knowledge, but for the purpose of presenting models of recitation, and for teaching. Every pupil frequently takes charge of a class and teaches topics, so that throughout the course he is under actual training as a teacher.

* Persons intending to teach in other States, or in private schools, are admitted on payment of fifteen dollars a term for tuition.

THE DESIGN OF THE SCHOOL AND COURSES OF STUDY.

The Board of Education, by a vote passed May 6, 1880, stated the design and the courses of study for the State normal schools as follows: —

"The *design* of the normal school is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing and teaching the public schools of the Commonwealth.

"To this end there must be the most thorough knowledge, *first*, of the branches of learning required to be taught in the schools; *second*, of the best methods of teaching those branches; and *third*, of right mental training.

"The time of one course extends through a period of two years, of the other through a period of four years, and is divided into terms of twenty weeks each, with daily sessions of not less than five hours five days each week."

STUDIES.

Two Years' Course.

Arithmetic, algebra, geometry, book-keeping.

Physics, astronomy, chemistry, physiology, botany, zoölogy, mineralogy, geology, geography.

Language, reading, orthography, etymology, grammar, rhetoric, literature, composition.

Penmanship, drawing, vocal music, gymnastics.

Psychology, science and art of education, school organization and history of education.

Civil polity of Massachusetts and of the United States, history, school laws of Massachusetts.

In accordance with a vote of the Board of Education, pupils are encouraged to add a half year to this course of study, provided six months of their entire time be spent mainly in additional practice and observation.

Four Years' Course.

In addition to the studies named above, the four years' course includes advanced algebra and geometry, trigonometry and surveying.

Advanced chemistry, physics and botany.

Drawing, English literature, general history.

Latin and French required; German and Greek as the principal and visitors shall decide.

This course is intended to give pupils that broad culture indispensable to the highest success in schools of any grade, but especially

PHYSICAL LABORATORY.

LECTURE ROOM — PHYSICAL SCIENCE.

ROOM FOR BIOLOGY

to fit them for service as teachers in high schools. The studies are so arranged that graduates from the shorter course may complete the four years' course in two additional years.

Graduates from this course are in special demand for the best positions.

Intermediate Course.

Pupils who cannot take the full advanced course may profitably take one or two terms of this course in addition to the two years' course. Those who take a year of such work will have it *recognized on their diplomas.* Pupils are urged to take this additional year of work, which will not only give them better preparation for teaching in the common schools but open to them higher positions.

TOPICS OF THE TWO YEARS' COURSE.

First Term.

Arithmetic. — Notation, addition, subtraction, multiplication, and division of integral numbers; factors and multiples; common fractional numbers; decimals; compound denominate numbers; metric system taught by apparatus; practical work.

Geometry. — First three books of Wentworth's Geometry, or their equivalent. Pupils do not use text-books. They are required to work out and teach most of the definitions, theorems and constructions of the course.

*Zoölogy.** — General characteristics of animals; resemblances and differences; uses of animals; special study of some group; classification. The school has a "working cabinet" unexcelled by that of any school of like rank, which, with fresh material, is in daily use in classes.

Vocal Music. — Rhythmics, melodics, dynamics, sight-singing, methods.

Composition. — Capitals, punctuation, letter writing, business forms, language lessons.

United States History. — Periods of discoveries; explorations; settlements and colonies, with the included wars; revolution; constitution; civil war and events following; collateral reading; civil polity.

Drawing. — Color; form study; work in arrangement; management and use of clay; analysis of the subject of drawing; drawing on the blackboard and paper in connection with all the work; illustrative sketching for other studies.

Penmanship. — Correct movement; writing sentences (including a careful study of forms, measurements and spacing of letters); blackboard work for primary schools.

* For those who enter in the fall.

Second Term.

Arithmetic. — Percentage, and its application in commission, taxes, interest, banking, etc.; extraction of roots, with applications; mensuration; examples and problems in all subjects taught, to apply knowledge. Pupils are encouraged to seek information at the post-office, at lawyers' offices, banks, stores and the teacher's desk, and thus to become familiar with the practical applications of arithmetic in the affairs of every-day life.

Grammar. — Outline of subject; parts of expressions taught and named; words studied with reference to classification, properties and construction; parsing and analysis of sentences.

Geography. — Scientific study of the form, size, and motions of the earth; configuration and relief of the land masses; atmospheric and oceanic movements; climate; plant and animal life, and especially man, including distribution of races and all conditions affecting this distribution; religion, government, and whatever affects the civilization of the races.

Algebra. — Usual topics preceding quadratics.

*Botany.** — Study of plants for knowledge of structure, habits, and uses; classification; analysis of plants of the region. Pupils observe, draw, describe, experiment, teach.

Drawing. — A continuation of first-term work; geometric drawing; model and object drawing; historic ornament; drawing from plant form; design, using plant form; illustrative sketching. Drawing is *required* for only one year, but many continue the study an additional term or two. For such the subjects are: model and object drawing in outline; drawing from the cast; shading in charcoal; further work in design; details of the human figure, and work in water color.

Composition. — Paragraphing; compositions on subjects assigned; criticism in class and by class; spelling; etymology.

Third Term.

Physiology. — General outline of subject; anatomy, physiology, and hygiene of digestive organs, including classification of food-stuffs and methods of preparing food; anatomy, physiology, and hygiene of circulatory and respiratory organs; animal heat, — its nature, source, distribution, regulation, etc.; clothing, — use, qualities desirable in, qualities of common materials, how to dress hygienically, etc. Anatomy is taught from anatomical preparations of organs of the human body; and physiology, as far as possible, by observing organs of other animals in action, and by simple experiments.

Physics. — Matter and its properties; motion, force, resistance,

* For those who enter in the fall.

ROOM FOR MINERALOGY AND GEOLOGY.

ROOM FOR GEOGRAPHY AND LITERATURE.

ROOM FOR DRAWING.

DRAWING DEPARTMENT—ONE OF THE STUDIOS.

work, energy; definition and enumeration of forces; effects of cohesion in determining the conditions of bodies; effects of gravitation, including pressures of liquids and gases, with consequences and applications; transference of energy; machines; electricity, special attention being given to elementary phenomena and to practical applications. In this subject everything is taught experimentally, pupils being required, as far as possible, to perform all important experiments for themselves.

Geography (six weeks). — Philosophic study of topics taken up in second term.

Rhetoric. — Study of figurative language and qualities of style, with practical applications, followed by several weeks of composition writing and criticism; study of the mind and its qualities, including wit, humor, etc.; the sensibilities, especially taste.

English Literature. — History of the language; study of the eighteenth and nineteenth century authors; reading (in addition) "The Merchant of Venice" and "Julius Cæsar."

*Mineralogy.** — Lessons to show what a mineral is; properties, varieties, and uses of the more important minerals; composition of minerals; rocks as composed of minerals; classification and means of determining the common minerals. Material and apparatus is provided for each pupil.

Book-keeping. — Study of the principles and forms of single entry with practical applications.

Fourth Term.

Astronomy. — Methods of describing position of heavenly bodies; refraction, parallax, and precession; classification of heavenly bodies; particular study of earth, sun, and moon; tides; eclipses; geography of celestial sphere.

Reading. — Vocal culture; sight-reading; study of pieces; methods.

Chemistry. — Chemical physics and inorganic chemistry, with laboratory practice by each pupil.

Theory and Art of Teaching. — Psychology in its relation to principles and methods of teaching; school organization and government; school laws of Massachusetts; several weeks of purely professional work in common English branches.

*Geology.** — General study of the surrounding region; the structure of the earth and the agencies now at work modifying the structure; historical geology; special study and interpretation of local features.

Drawing. — Blackboard practice in elementary work for primary school, illustrating reading, language, geography, botany, zoölogy, etc. Color (theory and practice).

* For those who enter in the fall.

TOPICS OF THE FOUR YEARS' COURSE.

Same as those for the two years' course, with the following additions : —

Geometry. — Plane geometry completed. The method is the same as for the two years' course.

Algebra. — Pupils have constant drill in the application of the principles, and are taught how to teach the following topics to classes in the upper grades of school: Involution, evolution, radicals and radical equations, imaginary quantities, quadratics, simple indeterminate equations, inequalities, ratio, proportion, progressive series, binominal theorem, logarithms and logarithmic tables.

Trigonometry and Surveying. — Functions of arcs and angles; use of tables; trigonometrical theorems and formulæ; solutions of triangles; measurement of heights and distances by direct and indirect methods; running boundaries; setting and plotting curves; levelling and grading; determination of areas; field work, with practical use of surveyor's compass and transit instrument.

English Literature.— *Shakespeare* — " Hamlet " or " Macbeth " and one or two comedies. — *Milton* — " Paradise Lost " (Books I. and II.). — *Scott* — " Marmion." — *Eliot* — " Romola."— *Tennyson* — " Idyls of the King." — *Thackeray* — " Henry Esmond." — *Bulwer* — " Last Days of Pompeii." In addition to the above, selections from the following authors are read: *Burke*, *Washington*, *Jefferson*, *Webster*, *Lincoln*, *Lamb*, *Macauley*, *Coleridge*, *Shelley*, *Keats*, *Byron*, *Carlyle* and others. The course varies from year to year.

Drawing. — Advanced work in machine drawing; building construction; historic ornament; drawing of plant form; design; color; models and casts in outline, and shaded in charcoal.

Physics. — Sound, heat, light, electricity, and magnetism, with practical applications; special attention given to electrical measurements and to the dynamo and its uses.

Chemistry. — Qualitative analysis of liquids and solids; chemical theories; preparation of chemicals and apparatus; a few lessons in quantitative analysis.

Botany. — A more minute and detailed study of the structure of plants, including the lower groups, than is possible in elementary course, with use of microscope; composition and food of plants; growth and development; classification. Special work, varying with the individual, for such as show requisite ability and have the necessary time; collateral reading.

Latin. — Elementary work; translation of " Cæsar," " Cicero," " Vergil " (Catullus, Horace or other authors as occasion may require); sight translation; colloquia; poetical form; study of customs, men,

ROOM FOR PSYCHOLOGY AND DIDACTICS.

CLASSICAL ROOM.

ROOM FOR HISTORY AND MATHEMATICS.

ROOM FOR READING AND FRENCH.

times, and style; writing Latin (the more important rules of construction being developed inductively).

Pupils receive training in the "natural method" (with modifications) and in the application of inductive principles to language study, and they are required to make a practical application of methods in teaching. Those who come well prepared in the authors read may enter at once on the professional work; they may materially shorten the time required for Latin and at the same time secure a wider acquaintance with its literature, including some college work.

French. — First year: "Méthode Berlitz, Ier Livre;" Masson's "Le Rêve de Noël;" Masson's "Une Vengeance de Jeannot Lapin;" Colomb's "La Famille de Friquet;" Bercy's "La Langue Française;" Sauveur's "Contes Merveilleux;" Bernard's "L'Art d'Intéresser en Classe;" Grandgent's "Materials for French Composition, Part IV.;" Marcel's "Méthode Rationelle;" Edgren's "French Grammar."

Second year: Rougemont's "La France;" Lamartine's "Jeanne d'Arc;" Sand's "La Mare au Diable;" About's "Le Roi des Montagnes;" Sauveur's "Les Fables de La Fontaine;" Grandgent's "Materials for French Composition, Part III.;" Marcel's "Méthode Rationelle;" Edgren's "French Grammar;" Languellier and Monsanto's "French Grammar."

The natural method is used, and the pupils themselves are required to give lessons. Those who come well prepared are allowed to enter at once on professional work, and to take a more extended course in the literature of the language.

German. — First year: Work based on Collar's "Eysenbach" and Whitney's "German by Practice;" Andersen's or Grimm's "Mährchen."

Second year: Work chiefly in scientific, literary, or linguistic lines, as elected by the class; Schiller's "Wilhelm Tell."

General History. — Oriental Nations: Brief survey; character of civilization. *Greece and Rome:* Peoples and migrations; geographical position and consequences; inheritances from older nations; outline of history, including development of characteristic political, social, and religious institutions; legacies to future states. *Teutonic Peoples:* Their movements and settlements; their institutions. *Europe from the beginning of the Middle Ages to the present time:* Study of Europe as a whole by periods, giving a connected account of the leading events of each period, but devoting special attention to the main forces at work, the formation of new states, the growth of nationality and constitutional government, and the relation of Europe to America; study of Europe by parts, tracing the growth of each state by periods.

Pupils make charts and write essays, illustrating and emphasizing some of the features of the course. Instruction and training are

given in the inductive method as applied to history, with a view to the development of the "historical spirit."

EXAMINATIONS AND GRADUATIONS.

Examinations, both oral and written, are made each term, and the result in each must be satisfactory to enable the pupil to advance to the studies next in order. Diplomas are given to those pupils who have satisfactorily completed all the studies of the Two Years' Course or of the Four Years' Course. Pupils who take a year of the Advanced Course in addition to the Two Years' Course have this fact specially *recognized on their diplomas.*

EMPLOYMENT OF GRADUATES, ETC.

The demand for graduates of this school is steadily and rapidly increasing. During the past two years it has been greater than the supply. A noteworthy fact concerning this demand is the large increase in calls for teachers for positions of high grade. Great encouragement is thus given to the best graduates of high schools, desiring to teach, to take a course of professional training as the shortest as well as in every respect the best way to eminence in the profession.

LIBRARIES, APPARATUS, ETC.

Pupils have free access to valuable libraries for general reference and reading. Excellent apparatus is provided for the illustration of the more important principles in the natural sciences. Large and growing cabinets of mineral, geological, and zoölogical specimens are constantly used in teaching natural history.

The chemical laboratory furnishes opportunity for the inductive study of chemistry. In this, under competent supervision, students may perform for themselves the more important experiments, and thus acquire skill in manipulation and a confidence obtainable in no other way.

The art room is well fitted up, affording facilities for training in the various departments of drawing. A large number of examples of casts, models, and flat copies is supplied for the use of pupils in this department.

LECTURES.

From time to time lectures are secured from prominent persons in this and other States. During the year the following gentlemen have addressed the school: Prof. Charles Sprague Smith, Prof.

TRAINING DEPARTMENT — ROOM FOR PRIMARY GRADES.

TRAINING DEPARTMENT — KINDERGARTEN.

LIBRARY.

G. M. Wahl, Principal E. A. Sheldon, Prof. S. A. Weaver and Mr. Andrew W. Edson.

DISCIPLINE.

Pupils are treated with confidence, and, as far as may be, the government of the school is left in their hands. But nothing less than regular attendance, good behavior, and hearty allegiance to all the interests of the school is accepted as a condition of membership. The work of the school cannot be acceptably done by those who do not make it their only occupation during their connection with the school.

Parents are earnestly advised not to encourage *any* absence from the school except in vacations.

EXPENSES, AID, ETC.

Tuition is free to those complying with the condition of teaching in the public schools of Massachusetts, wherever they may have resided previously.

Text-books required are furnished from the school library without charge.

For cost of board see under "Normal Hall."

To assist those students in the school who find it difficult to meet the expenses of the course pecuniary aid is furnished by the State in sums varying according to the distance of their homes from Westfield, though never exceeding $1.50 per week. This aid is not furnished for the first term of attendance; and those who fail (through their own fault) to complete the course or to teach in the public schools of Massachusetts are required to refund whatever they may have received.

NORMAL SCHOOL SCHOLARSHIPS AT HARVARD UNIVERSITY.

There are eight scholarships in the scientific school at Harvard University for the benefit of graduates of normal schools. The annual value of each of these scholarships is one hundred and fifty dollars, which is the price of tuition, so that the holder of the scholarship gets his tuition free.

The incumbents are originally appointed for one year, on the recommendation of the principals of the schools from which they have been severally graduated. These appointments may be annually renewed, on the recommendation of the faculty of the scientific school.

NORMAL HALL.

Mrs. M. E. Gernhardt, *Matron.*

The State has erected and furnished for the school a very pleasant and commodious boarding-hall which is accurately represented in the accompanying cut. The hall is under the charge of the principal. Several of the teachers board with the students, and no pains will be spared to make the hall a *home* for the pupils.

Pupils from abroad are required to board in this hall, except as they may board with *relatives* or work for their board in private families.

A pleasant reading-room is provided for the daily use of the students. This room is furnished with daily papers, the leading magazines, and a variety of other publications, scientific, educational, religious, and general. Generous contributions of money and books by teachers and pupils have enabled us to provide a small library of choice works for general reading and for reference. This library has been materially increased through efforts of the present graduating class.

Board, including fuel, light, and washing, is furnished at cost. The usual price of board is $75 per term of twenty weeks for ladies, and $80 for gentlemen; $40 must be paid in advance by each student at the beginning of the term, and $35 at the middle of the term. The object of this payment in advance is to secure the purchase of supplies at wholesale cash prices, thereby saving to each boarder much more than the interest of the money advanced.

The rates given above are for those who have room-mates. Those who desire to room alone can generally be accommodated at an additional charge of fifty cents per week. Ladies who, for any reason, during any half term, are members of the school for less than half a term, are charged $4 per week; gentlemen, $4.25. Ladies who do not pay their board during the first two weeks of any half term are charged $4 per week, gentlemen, $4.25 per week, for the board in arrears. Visitors can have good accommodations at a $1 per day or $5 per week; dinner, 35 cents; supper or breakfast, 25 cents; lodging, 50 cents. Former members of the school will be allowed a discount of 10 per cent from prices charged other visitors.

Each boarder is required to bring bedding, towels, napkins, a napkin ring, and two clothes bags. Each pupil will want, ordinarily, four pillow cases twenty inches wide, three sheets, and two blankets of full size, or their equivalent. *All articles sent to the laundry must be distinctly marked with the owner's name, to avoid extra charge for washing.* INITIALS WILL NOT ANSWER.

EXTRACT FROM THE REPORT OF THE BOARD OF VISITORS.

As the several grades of the training department are now in the same building with the other departments of the Westfield school, there is excellent opportunity for the students to observe the work of these grades, and by practice to gain skill in teaching. The laws of the mind upon which, as principles, all good teaching depends, are brought to the notice of every student, and he is led to apply them in his own teaching. In this way the study of the method of teaching is rendered intelligent and effective. A correct manner of teaching is gained by observing good models of teaching in the several classes, and by daily practice in teaching under helpful criticism. We find that a clear apprehension of the ends of teaching and a practical understanding of the principles in accord with which those ends must be secured, tend to make intelligent, effective, and enthusiastic teachers.

GENERAL REMARKS.

The Normal School is always open to the public. Parents and guardians of its pupils are especially invited to visit the school often, and learn by personal inspection what it attempts to do for its members.

A cordial invitation is extended to teachers and school committees to visit the school at their convenience. They will be welcome for a day, a week, or a month.

For catalogues, or for further information, apply to the principal at Westfield.

WESTFIELD, MASS., May, 1893.

CALENDAR FOR 1893-1894.

NORMAL SCHOOL.

FALL TERM BEGINS . . . . TUESDAY, SEPT. 12, 1893.

Recess, November 22-27.

FALL TERM CLOSES . . . . FRIDAY, JAN. 26, 1894.

Vacation, ten days.

SPRING TERM BEGINS . . . TUESDAY, FEB. 6, 1894.

Recess, April 14-23.

SPRING TERM CLOSES . . . TUESDAY, JUNE 26, 1894.

No school Mondays. Saturday sessions from 8.30 to 1. Sessions other days both morning and afternoon.

TRAINING DEPARTMENT.

Schools of the training department begin Monday, Sept. 4, 1893, at 9 A. M.

Sessions on Mondays. No sessions on Saturdays.

QUESTIONS

USED AT ENTRANCE EXAMINATION, SEPT. 6, 1892.

[QUESTIONS FURNISHED BY STATE BOARD OF EDUCATION.]

ARITHMETIC.

(Three is allowed for correct work on each question. Write the solution of each problem.)

1. Divide the mixed number nine billion ninety million nine hundred thousand nine and ninety thousand nine hundred millionths by nine; subtract from the quotient ten thousand one hundred one ten thousandths; separate the remainder into ten thousand one hundred one equal parts. How many in each part?

2. State what are the two operations which can be performed on numbers, and what are the two ways in which each operation may be performed, and illustrate each operation by small numbers.

3. Add to 3.25 $\frac{2}{3}$ of $3\frac{3}{8}$ and divide the sum by 11; from the quotient subtract .1 of $3\frac{1}{3}$, and find what part of $\frac{1}{5}$ the remainder is. Find the cost of this part of an acre of land at 25 cents a square foot.

4. A father gave an estate of $65,000 to three sons and three daughters. The daughters were given $\frac{2}{3}$ as much as the sons. Of the amount given to the daughters, the first daughter had $\frac{3}{4}$ as much as the second, and the second $\frac{2}{3}$ as much as the third. The portion given to the sons was divided among them in the ratio of the numbers $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$. What was the share of each?

5. I buy goods at 20 per cent. off from the list price and 10 per cent. off from this for cash, and sell them for cash at 10 per cent. off from the list price. What per cent do I gain?

6. What will it cost to carpet a room 15 feet by 18 feet with carpeting at $1.75 a yard, $\frac{3}{4}$ yard wide, $\frac{1}{4}$ yard in length being required for each matching of breadths, and $12\frac{1}{2}$ cents a yard is to be paid for making and laying the carpet?

GRAMMAR.

(Three will be allowed for correct work on each question.)

1. What is grammar; English grammar? Of what use is a knowledge of grammar?

2. Write a sentence, a phrase, a clause, and tell what each is.

3. Write a simple sentence and state why it is simple; a compound sentence and state why it is compound; a complex sentence and state why.

4. Write a sentence or sentences containing each part of speech and write the name over each. Tell what a "part of speech" is, and state on what basis the parts of speech are distinguished.

5. Give the complete declension of the personal pronouns. State for what these pronouns are inflected, and state the use of each inflection.

6. Give the inflections of the verb *be* and state for what verbs are inflected.

GEOGRAPHY.

(Three is allowed for correct work on each question.)

1. What is the earth, what two motions has it, and in what direction are these motions?

2. Why is there a succession of day and night, where on the earth are the days and nights equal throughout the year, and why is there a change of seasons?

3. If you passed around the earth on the Tropic of Cancer which continents and oceans would you cross? If on the Equator which? If on the Tropic of Capricorn which?

4. If you travelled from New York city due west across the United States, what slopes, mountain ranges and large river basins would you cross? What States would you cross? Within two degrees of what large cities would you pass?

5. Name the three most important of each of the mineral, vegetable and animal products of the United States.

6. Name and locate the colleges of New England.

HISTORY.

(Two will be allowed for correct work on each question.)

1. What were the motives which led Columbus, Magellan, John Smith and La Salle to make their explorations?

2. Name the prominent Spanish, French and English settlements in America; what were the characteristics shown by each nationality in its settlements?

3. What was the cause of the Revolution? Name in order six events which were steps toward it.

4. How and when was the Louisiana territory acquired? What was its especial value to the United States?

5. Describe the introduction of slavery and the effect of the cotton gin on its spread. What was the cause of the Civil War?

6. State the method of electing the president and vice-president of the United States.

Examinations are also given in reading, spelling, penmanship, drawing, physiology and hygiene.

NEW NORMAL SCHOOL BUILDING.

NORMAL HALL.